

**Continuous Improvement Monitoring Process (CIMP)**  
**Improvement Workplan Chart for Federal US-OSEP Monitoring of Special Education in Virginia**

This Continuous Improvement Monitoring Process work plan addresses improvements needed as identified in Virginia's Self-Assessment. Virginia's areas of strength are not included in this work plan. Virginia's Self-Assessment is available on the Department of Education's Web site at <http://www.pen.k12.va.us/VDOE/Instruction/Sped/selfpage.html>

**Desired Outcome:**

**General Supervision** - Effective general supervision of the implementation of the IDEA is ensured through the State education agency's development and utilization of mechanisms and activities, in a coordinated system, that results in all eligible children with disabilities having an opportunity to receive a free appropriate public education in the least restrictive environment.

Baseline Information: Self-Assessment Findings	Improvement Strategies	Evidence of Change and Benchmarks
<p><u>Where we are now-</u>  <i>What has the state/steering committee concluded based upon the review of available data, about the state's performance and results for children with disabilities and their families?</i></p> <p><u>Area of Noncompliance</u></p> <p>1. Virginia's monitoring process has not been effective to ensure that local school divisions implement corrective actions of all identified deficiencies in a timely manner.</p> <p><u>Status</u></p> <p>As of August 1, 2002, tracking charts document corrective action of identified deficiencies within established timelines, except where extensions were granted. Documentation is on file in the Office of Federal Program Monitoring.</p>	<p><u>How we will get there -</u>  <i>What efforts/strategies will enable the state to improve from the baseline to evidence of change goals and benchmarks?</i></p> <p><u>State Systems Level Structures and Supports</u></p> <p>A. Collect, review, and analyze data collected through monitoring activities, determine reasons for noncompliance, and identify training needs.</p> <p>B. Provide for technical assistance to LEAs to identify strategies, activities, resources and linkages, persons responsible, budget and timelines needed that will ensure timely correction of identified deficiencies.</p> <p>C. Ensure timely onsite follow-up visits, as needed, after receiving LEAs' validation reports and documentation.</p>	<p><u>What it looks like where we are going-</u>  <i>What evidence of change will show that the state has achieved the desired long-range effect(s)? What benchmarks will enable the state to measure the short-term effects of the improvement strategies in achieving the evidence of change goals?</i></p> <p><u>Evidence of Change</u></p> <p>By October 1, 2002, 100% of the school divisions in the annual monitoring cycle for on-site reviews will demonstrate correction of identified noncompliance within the mutually agreed timelines. This involves 22 to 25 school divisions (19%) that receive on-site reviews by VDOE each year. Timelines may vary depending on the severity of the deficiencies. (VDOE currently conducts comprehensive monitoring of each school division in a two-year process every six years.)</p> <p><u>Benchmarks</u></p> <p>1. Beginning October 1, 2001, VDOE will receive 100% of the required compliance status reports (19% of the school divisions monitored in one</p>

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	<p>D. Impose sanctions, as specified by the guidelines, when school divisions fail to correct persistent deficiencies or fail to show evidence of on-going improvements to comply with requirements.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>E. Develop or modify existing improvement plans to correct all identified deficiencies and areas for program improvement.</p> <p>F. Identify strategies, activities, resources and linkages, persons responsible, budget, and timelines needed to correct all identified deficiencies.</p>	<p>year) within 60 calendar days from receipt of their monitoring reports. The reports will detail corrective action taken or steps to be taken to correct all identified deficiencies within specified timelines.</p> <p>2. Beginning October 1, 2001, VDOE will respond to 100% of the school divisions' compliance status reports within 15 business days of the date received.</p> <p>3. Beginning October 1, 2001, VDOE will validate compliance of 100% of the school divisions required to implement corrective action, including on-site visits as needed, not to exceed 60 calendar days following the mutually-agreed timelines from the school division's compliance status reports.</p>

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<p><b><u>Area of Noncompliance</u></b></p> <p>2. Virginia has not consistently imposed enforcement action when school divisions fail to correct persistent deficiencies.</p> <p><b><u>Status</u></b></p> <p>VDOE has modified the self-assessment document, monitoring reports, and other correspondences to communicate the obligation to impose enforcement when school divisions fail to correct persistent deficiencies. Enforcement guidelines have been drafted and presented to the State Special Education Advisory Committee. Follow-up reports show where sanctions have been imposed when necessary to ensure correction in a timely manner. Documentation is on file in the Office of Federal Program Monitoring.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Develop guidelines for imposing sanctions or enforcement to include examples as to when it may be applied.</p> <p>B. Employ incremental enforcement actions consistently and systematically, including withholding of funds, when school divisions fail to correct deficiencies over time.</p> <p>C. Heighten the awareness of VDOE's obligation to impose enforcement including withholding of reimbursements through correspondences to division superintendents and school administrators.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By December 1, 2002, there will be consistent and systematic utilization of enforcement action, when deemed necessary, to correct persistent deficiencies to ensure that eligible children with disabilities have an opportunity to receive a free appropriate public education in the least restrictive environment.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Beginning October 1, 2002, when school divisions fail to demonstrate substantial progress toward the correction of deficiencies identified from VDOE's monitoring systems in a timely manner (not to exceed 60 days after submitting their corrective action plan or status report), a written statement will be issued to the division superintendent warning that sanctions/enforcement may be imposed.</li> <li>Beginning October 1, 2002, VDOE will conduct necessary follow-up activities within 30 calendar days following enforcement notification to school divisions.</li> <li>Beginning October 1, 2002, when the school division fails to correct deficiencies, VDOE will notify the division superintendent at least 15 business days in advance if it is deemed necessary to impose enforcement action.</li> </ol>

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<p><b><u>Area of Noncompliance</u></b></p> <p>3. Decisions in complaint investigations and due process hearings that result in the development of corrective action plans and implementation plans by school divisions have not been implemented in a timely manner.</p> <p><b><u>Status</u></b></p> <p>Follow-up procedures for reviewing complaint corrective action plans were revised several times during the 2001-02 school year due to reorganization of staff. New procedures were implemented July 1, 2002. An electronic tracking log for monitoring the timelines and complaint resolution process for each complaint has been implemented. Due process implementation plans are reviewed within one week of receipt. Electronic tracking for this activity will begin Oct. 1, 2002. Documentation is on file in the Office of Complaints and Due Process.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Develop follow-up procedures to ensure timely corrective action of decisions resulting from complaint investigations.</p> <p>B. Develop follow-up procedures that ensure timely corrective action of implementation plans resulting from due process hearings.</p> <p>C. Require school divisions to submit corrective action plans and implementation plans in accordance with the regulatory timelines.</p> <p>D. Require school divisions to submit requested documentation, as necessary, and information to ensure that the complaint corrective action plans and due process implementation plans have been implemented.</p> <p>E. Assign staff to track the implementation of corrective action plans that result from complaint investigations, and implementation plans that result from hearing officers' decisions.</p> <p>F. Provide for technical assistance with the implementation of complaint corrective action plans and due process implementation plans, as needed.</p>	<p><b><u>Evidence of Change</u></b></p> <p>All complaint corrective action plans and due process implementation plans will be implemented in a timely manner to ensure that children with disabilities are provided a free appropriate public education in the least restrictive environment.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Beginning July 1, 2001, VDOE will assure the approval of all complaint corrective action plans and due process implementation plans within 30 calendar days of receipt.</li> <li>2. Beginning October 1, 2001, VDOE will conduct follow-up activities, as necessary, upon receipt of the school division's approved complaint corrective action plan and due process implementation plan.</li> </ol>

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<p><b><u>Area of Noncompliance</u></b></p> <p>4. Hearing officers do not make hearing decisions within the 45-day timeline.</p> <p><b><u>Status</u></b></p> <p>In accordance with the Internal Operating Procedures for the Due Process Hearing System, all active due process cases are reviewed weekly. As of Aug. 15, 2002, all cases reflect adherence to the 45-day timeline or evidence properly documented extensions. The complaints office is completing an analysis of the reasons for timeline extensions.</p> <p>Extended requirements for hearing officers were implemented. Evaluations of the hearing officers file reveal a consistent improvement in critical areas of the hearing officer's management of the hearing and the quality of decisions. All cases reflect adherence to the 45-day timeline or evidence properly documented extensions. Documentation is on file in the Office of Complaints and Due Process.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Establish an electronic database to track the 45-day timeline.</p> <p>B. Revise state regulations to require additional oversight authority, increase required training, and implement provisions to take action to remove a hearing officer from an assigned case, as necessary.</p> <p>C. Establish internal operational procedures for hearing officers' training requirements and evaluation of their performance.</p> <p>D. Provide school divisions with updated lists of screened (approved) hearing officers that meet the requirements, including mandatory training.</p> <p>E. Require hearing officers to document all extensions. Grant extensions only in the best interest of the child and when agreed to by both parties.</p> <p>F. Provide comprehensive hearing officers training and require their attendance.</p> <p><b><u>Implementation Procedures</u></b></p> <p>G. Implement internal operational procedures for managing the review of the due process hearing system to ensure hearing officers meet 45-day timeline and decisions are reviewed and analyzed.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By July 1, 2002, 100% of the hearing decisions will be made within the 45-day timeline to ensure that eligible children with disabilities have an opportunity to receive a free appropriate public education in the least restrictive environment.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>Beginning July 1, 2001, timely monitoring, review and analysis, of due process decisions will ensure 100% of all hearing decisions within 45 days (i.e., decisions that have not been extended due to extenuating circumstances).</li> <li>Beginning September 1, 2001, VDOE will conduct biannual analyses of the due process tracking forms and make recommendations of individuals to serve as hearing officers.</li> </ol>

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<p><b><u>Area of Noncompliance</u></b></p> <p>5. The monitoring of state juvenile and adult correctional facilities, residential facilities, state-operated programs, and private day schools is not effective to ensure timely corrective actions.</p> <p><b><u>Status</u></b></p> <p>VDOE has reviewed and revised all monitoring instruments to comply with requirements; made revisions to the complaint investigation process to ensure review and response to complaints in a timely manner, provided training and technical assistance, coordinated monitoring the adult correctional facilities and jails programs, and updated the Children's Residential Facilities (CRF) oracle data system.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Review and revise monitoring processes to ensure effective monitoring systems that identify noncompliance and ensure corrective actions in a timely manner.</p> <p>B. Employ consistent incremental sanctions and enforcement when needed.</p> <p>C. Provide for needed training and technical assistance.</p> <p>D. Revise procedures to ensure that all complaints are investigated/reviewed and letters of findings are issued within 60 days to comply with Interdepartmental Regulations.</p> <p>E. Develop and implement a tracking system to monitor timelines to ensure timely corrections of identified deficiencies.</p> <p>F. Develop and implement procedures to coordinate the monitoring of special education in local and regional jails with the monitoring in school divisions.</p> <p>G. Develop and implement procedures for monitoring special education in the adult correctional facilities. Coordinate with the Department of Correctional Education.</p> <p>H. Coordinate with the Office of Interdepartmental Regulations the update and implementation of the Children's Residential Facilities (CRF) oracle data system.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By July 1, 2003, 100% of the residential and private schools will demonstrate correction of identified noncompliance in a timely manner.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By December 2002, VDOE will schedule and conduct on-site monitoring in the adult correctional facilities.</li> <li>2. By September 1, 2002, VDOE will implement a tracking system to follow up on the implementation of corrective action plans.</li> <li>3. Beginning September 1, 2002, 100% of the facilities monitored during the year will provide VDOE with a corrective action plan within 30 calendar days.</li> <li>4. Beginning September 1, 2002, 100% of the facilities monitored during the year will provide status reports on the implementation of corrective actions within 60 calendar days following approval of their corrective action plans.</li> <li>5. Beginning September 1, 2002, letters of findings will be issued within 60 calendar days for 100% of all complaints received concerning residential care. Facilities will submit CAPs within 30 calendar days and receive VDOE approval in 30 calendar days.</li> </ol>

<b>Baseline Information: Self-Assessment Findings</b>	<b>Improvement Strategies</b>	<b>Evidence of Change and Benchmarks</b>
<p><b><u>Area Needing Improvement</u></b></p> <p>6. There should be increased opportunities for parent participation in the monitoring of special education programs in their school divisions. In 1999-2000, six out of 25 public meetings held in local school divisions during VDOE's on-site monitoring had less than ten parents in attendance.</p> <p><b><u>Status</u></b></p> <p>Each LEA's self-assessment report to VDOE in 2001-2002 documents how parents were involved in the local monitoring process and how the data were used to determine compliance. In addition, each monitoring report documents public meetings coordinated with the LEA's Special Education Local Advisory Committee, and how the review team used the information obtained from parents to conduct the review. All LEAs monitored obtained parent input via surveys and some used parents on their review teams. All LEAs monitored coordinated public meetings through their LACs. Evidence of parents' input is documented in the LEA monitoring reports and filed in the Office of Federal Program Monitoring.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Provide for technical assistance to school divisions to identify strategies that will increase parent participation in the monitoring of special education in their school divisions.</p> <p>B. Ensure wide dissemination of information to Parent Resource Centers, VDOE Web site, etc., about the state's general supervision including the monitoring system, due process and complaints, and mediation.</p> <p>C. Expand the self-assessment process to provide opportunities for input from parents, including parent surveys, in determining compliance with requirements, their satisfaction, and continuous improvement.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>D. Select and identify effective strategies that will ensure the increase of parent participation in the monitoring process to include dissemination of information and coordination of public meetings.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By June 1, 2002, there will be 25% increase, or more, in the number of parents who participate in VDOE's monitoring process. There will be an overall increase in participation each year for the 44 to 50 school divisions (38%) that are involved in the self-assessment and on-site monitoring phases of VDOE's six-year monitoring cycle.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Beginning October 1, 2001, a public meeting coordinated between the school division and the special education local advisory committee will be held in 100% of the school divisions that receive on-site compliance reviews. This involves 22 to 25 school divisions or (19%).</li> <li>2. Beginning October 1, 2001, 100% of the school divisions (22 to 25, or 19% each year) conducting self-assessments, will document in their self-assessment reports to VDOE evidence of parent participation in local monitoring activities via surveys, interviews, focus group meetings, self-assessment committee members, etc.</li> </ol>

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<p><b><u>Area Needing Improvement</u></b></p> <p>7. Virginia's revised monitoring system requires an analysis of certain available data in designing the focus of on-site reviews and making decisions about compliance. Input at stakeholder meetings and public surveys have indicated the need to monitor the academic gains of students with disabilities over time.</p> <p><b><u>Status</u></b></p> <p>The monitoring system has been modified to require collection, review, and analysis of available data to guide the conduct of on-site reviews. School division profiles are developed that include data on state assessments, graduation, dropout, discipline, and enrollment. The special education technical assistance staff and the Training/Technical Assistance Centers (T/TACs) were consulted in identifying and disseminating effective practices. In September 2002, a one-day data training session is being offered for special education and student support staffs, complaints and due process, monitoring and teacher education and licensure staffs. Documentation is on file in the Office of Federal Program Monitoring and the Office of Special Education.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Disaggregate, (by age, disability, and ethnicity for each school division); review, and analyze data on SOL assessments, school attendance and completion, dropout and discipline. Compare students with disabilities to those without disabilities and use the information to direct the focus of monitoring reviews and program improvement.</p> <p>B. Provide for the training on the use of student data to establish priorities, make decisions, and plan for improvement.</p> <p>C. Identify promising practices for improved student results; disseminate to school divisions; and provide training/ technical assistance as needed.</p> <p>D. Coordinate the monitoring of academic gains of students with disabilities with the School Accreditation Academic Review Process.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>E. Coordinate special education improvement strategies with school and division wide improvement planning.</p>	<p><b><u>Evidence of Change</u></b></p> <p>The percent of students with disabilities successfully completing school will increase at a rate comparable to students without disabilities.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By December 1, 2002, VDOE will collect data and establish profiles for 100% of the school divisions to begin monitoring SOL participation rates, SOL assessment scores, and school completion rates for students with disabilities.</li> <li>2. By October 1, 2003, VDOE will implement a procedure for the effective use of school division profile data to target areas of focus for program improvement and on-site monitoring.</li> </ol>



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<p><b><u>Area Needing Improvement</u></b></p> <p>8. A comprehensive review for compliance determination of required local policies and procedures is needed. VDOE should require the correction of deficiencies before approval of funding reimbursement. This review and approval process should be an integral component of the state's monitoring systems.</p> <p><b><u>Status</u></b></p> <p>All LEA annual plans have been provisionally approved. On-going technical assistance is provided to ensure revisions/corrections as needed, and to ensure full approval of all 2002-2003 plans. An electronic database has been established to track progress toward full approval and used to target technical assistance needs. LEAs will be notified in September by Superintendent's Memo on the approval status of their annual plans for 2002-2003. Documentation is on file in the Office of Special Education.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Ensure that each local education agency's policy and procedures are reviewed for compliance determination before the distribution of reimbursements.</p> <p>B. Require local education agencies to make revisions/corrections as needed before funding reimbursement when deficiencies are identified.</p> <p>C. Continue to provide for technical assistance as needed in the development of annual plans.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>D. Document involvement of the local special education advisory committees (LACs) in the development of local policies and procedures.</p> <p>E. Ensure that required policies and procedures are made available for public review.</p> <p><b><u>Personnel Issues (recruitment, training and supports)</u></b></p> <p>F. Provide needed support to ensure timely review of all local policies and procedures.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By September 1, 2002, 100% of the school divisions will have approved policies and procedures that comply with <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</i>, effective January 1, 2001.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By January 1, 2002, VDOE will complete its review of 75% of school divisions' policies and procedures.</li> <li>2. By April 1, 2002, VDOE will complete its review of 100% of school divisions' policies and procedures.</li> <li>3. By July 1, 2002, VDOE will determine whether any additional revisions are needed to school divisions' policies and procedures.</li> <li>4. By September 1, 2002, 100% of the school divisions will have policies and procedures that comply with the regulations.</li> </ol>

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<p><b><u>Area Needing Improvement</u></b></p> <p>9. Some school divisions need more frequent monitoring than what is provided through the current six-year monitoring cycle to ensure that noncompliance is identified and corrected in a timely manner.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Modify monitoring procedures to ensure continuous review and timely corrections when noncompliance is determined.</p> <p>B. Implement an abbreviated self-assessment, as needed, that requires a review of systemic issues, most frequently cited standards, and requirements more closely associated with academic achievement when school divisions are not involved in the monitoring process.</p> <p>C. Coordinate continuous improvement monitoring with the School Accreditation Academic Review Process.</p> <p>D. Identify representation and document involvement of stakeholders when modifying the monitoring system.</p> <p><b><u>Personnel Issues (recruitment, training and supports)</u></b></p> <p>E. Provide sufficient staff to conduct continuous improvement monitoring and timely follow up to validate compliance.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By October 1, 2003, VDOE will employ an effective monitoring system that requires on-going monitoring activity to identify noncompliance and timely corrective action to ensure that all eligible children with disabilities have an opportunity to receive a free appropriate public education in the least restrictive environment.</p> <p><b><u>Benchmarks</u></b></p> <p>1. By December 2002, VDOE will identify systemic issues from all compliance mechanisms to all school divisions for their review and assessment of their special education programs.</p> <p>2. By December 2002, VDOE will coordinate where feasible monitoring reviews with the agency's School Accreditation Academic Review Process.</p>

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<p><b><u>Area Needing Improvement</u></b></p> <p>10. Special education local advisory committee (LAC) reports are not being used as a data source in the monitoring process. Review LAC reports to effect systems change.</p> <p><b><u>Status</u></b></p> <p>The monitoring process has been revised to ensure that LAC reports are used as another source of data for program improvement. Twelve of the LEAs monitored in 2001-2002 documented in their self-assessment reports that they used their LAC minutes/reports as a data source for conducting their self-assessments. Documentation is on file in the Office of Federal Program Monitoring.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Modify the monitoring process to require school divisions to show how their local advisory committees and advisory reports were used in conducting their self-assessments and in developing improvement plans for their special education programs.</p> <p>B. Develop guidance materials for local advisory committees, including suggested roles and responsibilities, and disseminate information to LACs, parent resource centers, and special education directors.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>C. Review reports of the special education LAC, share information with community stakeholders, and use the information to make decisions about compliance and continuous improvement of the special education program.</p>	<p><b><u>Evidence of change</u></b></p> <p>By October 1, 2003, 100% of the school divisions that conduct self-assessments and receive on-site compliance reviews will use their special education local advisory committees and LAC reports as a data source to assess their special education programs for noncompliance and program improvement.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. Beginning October 1, 2002, VDOE will review LAC reports during on-site reviews (22 to 25 school divisions, or 19% each year) and use the information in conducting the review, determining compliance, and making recommendations.</li> <li>2. Beginning October 1, 2002, 100% of the school divisions conducting self-assessments (22 to 25 school divisions, or 19% each year) will document in their self-assessment reports how they used their LACs and LAC reports to evaluate their special education programs.</li> </ol>

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<p><b><u>Area Needing Improvement</u></b></p> <p>11. There is a need to review all special education monitoring systems to ensure that systemic issues are identified and corrected in a timely manner and used to target statewide professional development and technical assistance. This will require coordinated services between each monitoring function.</p> <p><b><u>Status</u></b></p> <p>End-of-year reports that result from monitoring reviews, complaints findings, due process decisions, and mediation are reviewed for systemic issues. These systemic findings are reported to school divisions and used as focus areas during on-site reviews. However, further coordination is needed to ensure all systemic issues are identified and corrected, and used to target statewide training and technical assistance. The special education technical assistance staff and the Training/Technical Assistance Centers (T/TACs) were consulted in identifying and disseminating effective practices. Documentation is on file in the Office of Federal Program Monitoring and the Office of Special Education.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Coordinate a procedure to collect information to identify systemic special education issues from monitoring functions in the Divisions of Instructional Support Services, Accountability, and Teacher Education and Licensure.</p> <p>B. Communicate all identified systemic issues to school divisions and require self-assessment to ensure compliance.</p> <p>C. Provide for technical assistance, resource materials, and effective practices to school divisions in order to address and resolve systemic issues.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>D. Assess the self-assessment process in identifying local systemic issues of noncompliance and areas requiring improvement, develop plans for prompt correction of areas of noncompliance and for ongoing improvement, utilize state identified systemic issues in the development of local self-assessments.</p> <p>E. Select and implement prescribed technical assistance strategies and provide resources in order to address and resolve systemic issues.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By October 1, 2002, the identification of systemic issues results from a coordinated effort through the collection of information in complaint resolution, mediation procedures, due process hearings, monitoring, and other compliance mechanisms. Statewide staff development and technical assistance on the identified systemic issues increases to ensure that eligible children with disabilities have an opportunity to receive a free appropriate public education in the least restrictive environment.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By July 1, 2001, a system will be implemented to identify systemic issues from each compliance mechanism and used in identifying inservice training and technical assistance needs.</li> <li>2. Beginning September 1, 2001, VDOE will coordinate staff development and technical assistance activities to address identified systemic issues.</li> <li>3. Beginning October 1, 2001, VDOE will incorporate identified systemic issues as “focus areas” to guide on-site compliance reviews and for school divisions to conduct their self-assessments.</li> </ol>

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<p><b><u>Area Needing Improvement</u></b></p> <p>12. All instruments used in monitoring local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools should be reviewed and revised to comport with requirements.</p> <p><b><u>Status</u></b></p> <p>All monitoring instruments have been reviewed, modified, and/or developed to ensure compliance with <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</i>. Documentation is on file in the Office of Federal Program Monitoring. Each year, by October 1, all monitoring instruments will be reviewed and revised as needed.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Review and revise, as necessary, all monitoring instruments to comply with the <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</i>.</p>	<p><b><u>Evidence of Change</u></b></p> <p>By October 1, 2001, VDOE will monitor local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools using monitoring instruments that comply with <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia, effective January 1, 2001</i>, to ensure that all eligible students with disabilities in out-of-district placements are afforded the same rights under IDEA as children and youth with disabilities served by public agencies, subject to the exceptions in the IDEA Amendments of 1997.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By October 1, 2001, all instruments used in monitoring local and state juvenile and adult correctional facilities, residential facilities, state-operated programs and private day schools will be revised as needed to comply with federal and state requirements.</li> <li>2. By September 1 of each year, all monitoring instruments will be reviewed and revised as the need is identified.</li> </ol>

Baseline Information: Self-Assessment Findings	Improvement Strategies	Evidence of Change and Benchmarks
<p><b><u>Area Needing Improvement</u></b></p> <p>13. Data from focus groups involving local administrators revealed that clarification is needed on the LEAs' responsibilities to incarcerated youth in local and regional jails.</p> <p><b><u>Status</u></b></p> <p>Each school division has established an interagency agreement with the local or regional jail in its jurisdiction to provide special education to eligible incarcerated youth. A special education program specialist has been assigned to coordinate and provide technical assistance to the jails staff. State conferences were provided in 2001 and 2002 and a series of regional workshops on identification, provision of services, and transition. A program implementation manual has been developed and disseminated to the jails program coordinators and LEAs. A jails program advisory committee has been established. Monitoring of the jails programs is coordinated with VDOE's monitoring visits to LEAs. Documentation is on file in the Office of Federal Program Monitoring and the Office of Student Services.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Review self-assessment document and monitoring instruments to ensure all requirements regarding incarcerated youth have been identified.</p> <p>B. Coordinate and monitor agreements between local jails and school divisions to provide education services to eligible incarcerated youth.</p> <p>C. Provide for professional development and technical assistance to jail educators, coordinators, special education directors, and jail administrative personnel.</p> <p><b><u>Local/Community Systems Level Structures and Supports</u></b></p> <p>D. Review interagency agreements involving incarcerated youth, and make any necessary modifications and ensure that all parties understand and fulfill their roles and responsibilities concerning special education services to eligible incarcerated youth.</p> <p>E. Ensure the development and implementation of timely corrective action.</p>	<p><b><u>Evidence of Change</u></b></p> <p>There will be an increase in the number of incarcerated youth found eligible for special education, and an increase in special education services afforded them under IDEA to the extent that children and youth with disabilities are served by public agencies, subject to the exceptions in the IDEA Amendments of 1997.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By April 1, 2001, VDOE will establish agreements between 100% of the applicable school divisions and regional or local jails to provide special education to eligible incarcerated youth with disabilities.</li> <li>2. By October 2001, VDOE will begin monitoring the education jails programs, including regional programs, located in the school divisions that receive on-site reviews (22 to 25 school divisions, or 19%, each year).</li> <li>3. By July 2003, there will be an increase in the number of eligible incarcerated youth receiving special education services compared to the number served in July 2002.</li> </ol>

<b>Baseline Information: Self-Assessment Findings</b>	<b>Improvement Strategies</b>	<b>Evidence of Change and Benchmarks</b>
<p><b><u>Area Needing Data</u></b></p> <p>14. Data were not available to determine whether there is an increase in high school completion rates of youth with disabilities served in state-operated programs, private day schools, and residential facilities.</p> <p><b><u>Status</u></b></p> <p>Meetings have been held with staff in special education, technology, state-operated programs, and monitoring units concerning data collection to determine whether there is an increase in high school completion rates of youth with disabilities served out-of-district (state-operated programs and private schools). Further discussions are needed to determine the feasibility of obtaining data for publicly placed youth who are served in private schools. The high school completion rate for publicly placed students is reported in the total completion rate of the placing school divisions.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <p>A. Analyze the data needed to determine whether there is an increase in high school completion rates for youth with disabilities served in state-operated programs.</p> <p>B. Consult with Information Technology and determine the feasibility of obtaining high school completion rates of youth with disabilities who are publicly placed in private schools.</p>	<p><b><u>Evidence of Change</u></b></p> <p>Upon establishing a baseline, VDOE will determine the increase in high school completion rates for high school students with disabilities who are served in state-operated programs and publicly placed in private schools.</p> <p><b><u>Benchmarks</u></b></p> <ol style="list-style-type: none"> <li>1. By December 2002, VDOE will abstract, analyze, and determine the high school completion rates for students with disabilities who are served in state-operated programs.</li> <li>2. By December 2002, VDOE will establish baseline data to determine whether there is an increase in high school completion rates for youth with disabilities served out-of-district (state-operated programs and publicly placed students in private schools).</li> </ol>

<b>Baseline Information: Self-Assessment Findings</b>	<b>Improvement Strategies</b>	<b>Evidence of Change and Benchmarks</b>
<p><b><u>Area Needing Data</u></b></p> <p>15. Data were not available to determine whether there is an increase in the participation in state and district-wide assessments by students in state-operated programs, private day schools, and residential facilities.</p> <p><b><u>Status</u></b></p> <p>VDOE has a system in place for assuring that all students with disabilities who receive their special education in state-operated programs participate in the State assessment system. However, VDOE needs to implement follow-up procedures to ensure that all students with disabilities who are publicly placed in private schools participate in the prescribed State assessment system. The concern has been discussed with appropriate staff in the Office of School Accreditation. Revisions will be made to Superintendents' memos to heighten awareness of their responsibility. Revisions will be made to monitoring procedures to ensure compliance.</p>	<p><b><u>State Systems Level Structures and Supports</u></b></p> <ul style="list-style-type: none"> <li>A. Consult with School Accreditation staff and develop a Superintendent's Memo communicating the school division's responsibility to ensure the administration of State assessments to students publicly placed in private schools.</li> <li>B. Modify monitoring procedures for the private schools and school divisions to ensure publicly placed students are participating in State assessments.</li> <li>C. Develop a plan to remove identified barriers to students' participation in State assessments.</li> <li>D. Coordinate the administration of State assessments with private schools and ensure the participation of all students with disabilities who are publicly placed in private schools.</li> </ul>	<p><b><u>Evidence of Change</u></b></p> <p>Upon establishing a baseline, VDOE will determine the increase in the participation in State assessments by students in state-operated programs, private day schools, and residential facilities.</p> <p><b><u>Benchmark</u></b></p> <p>By December 2002, VDOE will establish baseline data to determine the participation in State assessments for students with disabilities who are publicly placed in private schools.</p>